

REVISED TRAINING EVALUATION FORM:
EXPLANATION OF PURPOSES AND PRINCIPLES

The form for reporting training evaluations has been revised on the basis of the many suggestions received. The present draft is still considered tentative; another revision is planned as soon as further suggestions are received. It is hoped that the next revision will be sufficiently satisfactory to remain in use for some time. Your suggestions for this final revision are solicited.

Principles Guiding Construction of Form

A. The form is designed to permit a consistent method of reporting results from a variety of courses, thus eliminating the need for constant reprinting as courses or their subject matter change. When it is required by special circumstances, this form will be supplemented by a more specific and detailed report.

B. To assist the reader in properly interpreting and using the information given in the report, the method of reporting makes clear what was evaluated and the circumstances under which the evaluation was made. For example, a distinction is made between the reporting of what was learned in the way of subject matter and skills actually taught, and what was merely observed. Thus a somewhat different interpretation might be placed upon a "poor" rating in Report Writing when that skill was one of the subjects taught, as compared with the same rating when it is based only upon an evaluation of written examinations and projects prepared by the student.

Clarification of Specific Points

A. Since the form is designed for use in a variety of courses, omission of a particular section merely means that a particular knowledge or skill was not taught or that conditions of the course did not permit observation adequate for evaluation.

B. The hours devoted to each subject are given in Sections II and III to provide some indication of the importance of the topic or skill in the particular course.

C. The instructors' ratings, in terms of the "Failure" to "Superior" scale, compare the student with the standards of the course. These instructors' ratings are not based upon predetermined or theoretical percentages for each rating step.

D. The questions in Section IV are included to permit the recording of observations of personal characteristics considered important for an individual's career in the Agency. Training courses do not often provide conditions permitting sufficient observation in order to rate people on these traits. The questions are therefore written in terms of whether any negative incidents were observed. Such incidents will probably be observed only rarely; but when they do occur, it is important that they be reported.

E. Section V is concerned with eliciting any habits or characteristic, with particular reference to strong or weak points of the individual which the instructor

considers of particular significance for the person's Agency career. More general descriptions of the person or anything that might have influenced his performance in the course may also be included in this portion.

F. Section VI may be filled out by instructors and/or Training Officers. If filled out by the instructors, it gives their judgment of how well the student did in the course considering his background. If completed by the Training Officer, it gives his judgment of the meaning of the person's training evaluation in relation to his assignment and career potential.

Course Content of BIC(I)

The Basic Intelligence Course (I) covers three general subjects:

A. The Principles and Methods of Intelligence. This part of the course deals with the substantive components of strategic intelligence and the phases of the intelligence cycle. Instruction is by lectures, readings, discussions, and by projects designed to illustrate typical intelligence activities.

B. The Intelligence Community in relation to National Security. Considered in this part are the organization and functions of CIA and the IAC agencies, and their support of the policy-making offices of the government. Instruction is by lectures, readings and group discussions.

C. The World Situation. A survey of world areas, stressing the chief aspects of intelligence interest and principal intelligence problems which arise. Most of the time is spent on the Communist movement and the potentials of the Soviet Bloc. Instruction is by lectures, readings, discussion groups, and by a project in which each trainee gives an oral presentation on the strategic importance of a selected country to the security of the United States.

The ratings of trainees are based on their grades on examinations and projects. The overall rating represents an average of ten grades, weighted according to the time spent and the relative importance of the examination or project in the total course.

S E C R E T
Security Information
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TRAINING EVALUATION

SECTION I: IDENTIFYING INFORMATION							
Name		Sex	Course and Beginning Date BIC (I)				
Date of Birth	E O D	Grade or Rank	Office				
Projected Assignment or Present Position							
<p>This evaluation is based on a course of 210 hours given over a period of 6 weeks in which there were students. The length of the course, number of students, nature of the course, skills and knowledge taught, and the opportunity for observing the individual student determine which sections of this report are used. These facts must also be considered in interpreting the evaluations which, therefore, should not be used as the sole basis for personnel decisions. THIS REPORT IS INTENDED PRIMARILY TO FURNISH INFORMATION AS TO HOW WELL THE STUDENT LEARNED THE SUBJECT MATTER OR SKILLS TAUGHT. In addition, observations of interest and importance are reported which can have significance only as they are related to other information. Unless otherwise stated, performance is evaluated in terms of standards set by instructors or in relation to the performance of others who have taken the course. For further information, consult the Training Evaluation Branch, Assessment and Evaluation Staff, Office of Training</p>							
SECTION II: KNOWLEDGE							
Subject		Hrs	Rating				
			Poor	Fail	Sat	Exc	Sup
Principles and Methods of Intelligence		105					
Intelligence Community in Relation to National Security		42					
The World Situation		63					
Over-all							
<p>The numbers show how many students received each rating. An asterisk (*) shows the rating this student received.</p>							
SECTION III: SKILLS							
<p>The 'Course Instruction' column contains scores and/or ratings given by the instructional staff for skills which are specifically intended to be outcomes of the course. The 'Observation' column contains ratings by instructors and/or students concerning skills which have been observed for every student in a class but which have not been the subject of intensive instruction or practice.</p>							
Skill	Hrs.	Course Instruction		Observation			
		Objective Score	Rating or Evaluation	Av. Rating by _____ Instructors	Av. Rating by _____ Students		
Effectiveness of Written Expression							
Effectiveness of Oral Expression							
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During the course incidents were observed which suggested that this person:

	Yes	No		Yes	No
Hsd difficulty in getting along with others.			Lacked motivation for an Agency career.		
Interfered with instructional and classroom activities.			Lacked sufficient security-mindedness.		
			Lacked interest in the course.		

Explanations of any 'Yes' answers to items above. Frequency of occurrence and number of persons observing these attitudes or characteristics are included.

SECTION V: COMMENTS

Comments, especially on habits or characteristics, with psrticular reference to strong and weak points of the individual, or anything that msy have influenced his performance in the course are reported here.

Chief Instructor.

SECTION VI: ADJUSTED OVER-ALL EVALUATION

FOR OPTIONAL USE BY INSTRUCTORS

In terms of all factors observed during the course snd taking into account this student's experience in the Agency, grsde, and general srea of work, sn 'X' in one of boxes shows the instructor's judgment of his performance in the course.

He was inadequate in his performance. ☐

He was barely adequate in his performance and performed acceptably only in a limited range of assignments. ☐

He performed acceptably, but was barely adequate in some respects. ☐

He was a typically effective student who performed in a competent, dependable msnner. ☐

He performed at a high level of competence. ☐

He performed at an extremely high level thst only a few students have surpassed. ☐

FOR OPTIONAL USE BY TRAINING OFFICERS

This evluation, shown by sn 'X' in one of the boxes, takes into account this trsining record, the student's sge, grade, Agency experience, and projected assignment. It is included for the purpose of giving supervisors an estimate of the implications of the trsining evaluation report for the student's assigment and csreer potential.

☐ This is sn insdequste performance.

☐ This is s bsrely sdequste performance and raises questions concerning his suitability for his assignment.

☐ This is an acceptbsle performance but discloses possible sress of weakness.

☐ This is a ssatisfactory performance revealing a typically competent person.

☐ This performance revecls a high level of competence.

☐ This is an extremely competent performance thst only a few persons of his background and position have surpassed.

Training Officer's Comments

Training Officer

S E C R E T

Security Information

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TRAINING EVALUATION

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SECTION I: IDENTIFYING INFORMATION

Name		Sex	Course and Beginning Date	
			BIC (CS)	
Date of Birth	E O D	Grade or Rank		Office
Projected Assignment or Present Position				

This evaluation is based on a course of 120 hours given over a period of 3 weeks in which there were students. The length of the course, number of students, nature of the course, skills and knowledge taught, and the opportunity for observing the individual student determine which sections of this report are used. These facts must also be considered in interpreting the evaluations which, therefore, should not be used as the sole basis for personnel decisions. THIS REPORT IS INTENDED PRIMARILY TO FURNISH INFORMATION AS TO HOW WELL THE STUDENT LEARNED THE SUBJECT MATTER OR SKILLS TAUGHT. In addition, observations of interest and importance are reported which can have significance only as they are related to other information. Unless otherwise stated, performance is evaluated in terms of standards set by instructors or in relation to the performance of others who have taken the course. For further information, consult the Training Evaluation Branch, Assessment and Evaluation Staff, Office of Training.

SECTION II: KNOWLEDGE

Subject	Hrs	Rating				
		Poor	Fail	Sat	Exc	Sup
Introduction to Intelligence	80					
Communism in the U S S R	40					

The numbers show how many students received each rating. An asterisk (*) shows the rating this student received.

SECTION III: SKILLS

The 'Course Instruction' column contains scores and/or ratings given by the instructional staff for skills which are specifically intended to be outcomes of the course. The 'Observation' column contains ratings by instructors and/or students concerning skills which have been observed for every student in a class but which have not been the subject of intensive instruction or practice.

Skill	Hrs.	Course Instruction		Observation	
		Objective Score	Rating or Evaluation	Av. Rating by Instructors	Av. Rating by Students

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SECTION IV: OBSERVATIONS of ATTITUDES of OTHER PERSONAL CHARACTERISTICS

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During the course incidents were observed which suggested that this person:

	Yes	No		Yes	No
Had difficulty in getting along with others.	<input type="checkbox"/>	<input type="checkbox"/>	Lacked motivation for an Agency career.	<input type="checkbox"/>	<input type="checkbox"/>
Interfered with instructional and classroom activities.	<input type="checkbox"/>	<input type="checkbox"/>	Lacked sufficient security-mindedness.	<input type="checkbox"/>	<input type="checkbox"/>
			Lacked interest in the course.	<input type="checkbox"/>	<input type="checkbox"/>

Explanations of any 'Yes' answers to items above. Frequency of occurrence and number of persons observing these attitudes or characteristics are included.

SECTION V: COMMENTS

Comments, especially on habits or characteristics, with particular reference to strong and weak points of the individual, or anything that may have influenced his performance in the course are reported here.

Chief Instructor

SECTION VI: ADJUSTED OVER-ALL EVALUATION

FOR OPTIONAL USE BY INSTRUCTORS

In terms of all factors observed during the course and taking into account this student's experience in the Agency, grade, and general area of work, an 'X' in one of boxes shows the instructor's judgment of his performance in the course.

- He was inadequate in his performance. ☐
- He was barely adequate in his performance and performed acceptably only in a limited range of assignments. ☐
- He performed acceptably, but was barely adequate in some respects. ☐
- He was a typically effective student who performed in a competent, dependable manner. ☐
- He performed at a high level of competence. ☐
- He performed at an extremely high level that only a few students have surpassed. ☐

FOR OPTIONAL USE BY TRAINING OFFICERS

This evaluation, shown by an 'X' in one of the boxes, takes into account this training record, the student's age, grade, Agency experience, and projected assignment. It is included for the purpose of giving supervisors an estimate of the implications of the training evaluation report for the student's assignment and career potential.

- ☐ This is an inadequate performance.
- ☐ This is a barely adequate performance and raises questions concerning his suitability for his assignment.
- ☐ This is an acceptable performance but discloses possible areas of weakness.
- ☐ This is a satisfactory performance revealing a typically competent person.
- ☐ This performance reveals a high level of competence.
- ☐ This is an extremely competent performance that only a few persons of his background and position have surpassed.

Training Officer's Comments

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